RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ ( ) **DATE:** _____

TOPIC: Numbers to 1000 **CLASS: P 2 (** **)**

1. Write in words.

   a) 647 _____

   b) 1000 _____

2. Write in numerals.

   a) Three hundred and eighty-five _____

   b) Seven hundred and six _____

   c) Nine hundred and forty _____

3. Write the answers in numerals.

   a) 6 hundreds + 3 ones = _____

   b) 8 hundreds + 1 ten + 5 ones = _____

   c) 2 hundreds + 5 tens + 6 ones = _____

4. In **695**,

   a) the digit 6 has a value of _____.

   b) the digit 9 is in the _____ place.

   c) the digit _____ is in the ones place.

5. Fill in the blanks with '>' or '<'.

   a) 123 _____ 213

   b) 411 _____ 141

   c) 532 _____ 523

   d) 867 _____ 678

6. Answer the questions using the numbers in the box below.
   Do not use the numbers more than once for question (a) and (b).

4	7	8	0	6

   a) The smallest 3-digit number that can be formed is

   _____.

   b) The greatest 3-digit number that can be formed is

   _____.

   c) Form two 3-digit numbers that are **less than** 500.

   The two numbers are _____ and _____.

7. Arrange the numbers in order. Begin with the smallest.

151, 515, 155, 551

_____, _____, _____, _____.

smallest

8. Arrange the numbers in order. Begin with the greatest.

796, 962, 976, 269

_____, _____, _____, _____.

greatest

9. Fill in the blanks with the correct answer.

a) 800 is _____ tens more than 770.

b) 182 is 15 tens and _____ ones.

c) 2 more than 84 is _____ .

d) 30 less than 72 is _____ .

e) 100 more than 520 is _____ .

10. Write the missing numbers.

a) 31, 41, 51, _____, _____, 81, 91, 101

b) 170, 270, 370, _____, _____, 670, 770

c) 599, 589, 579, _____, 559, _____, 539, 529

11. Put a cross (x) in the correct box.

	Even	Odd
572		
649		
137		
214		

12. You are given 3 digits below.

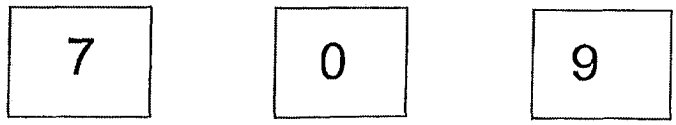
8	5	6

Write down all the 3-digit **even** numbers you can form in the table below.

The first number is done for you.

658			

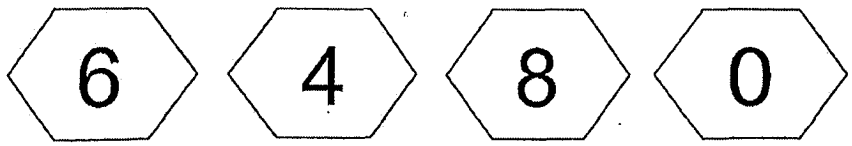
13. Use the numbers below to form the greatest 3-digit **odd** number.



The greatest 3-digit odd number is _____.

*

14. Mary uses 3 of the number cards below to form a 3-digit number. The digit in the hundreds place is twice the digit in the ones place. The digit in the tens place is 4 less than the digit in the ones place.



The 3-digit number is _____.

I have:

☐ *Checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

☑ *tried to solve most/all questions by myself (eg. use a different method to solve a more difficult question).*
[Perseverance, Creative Thinker, Adaptability]

2

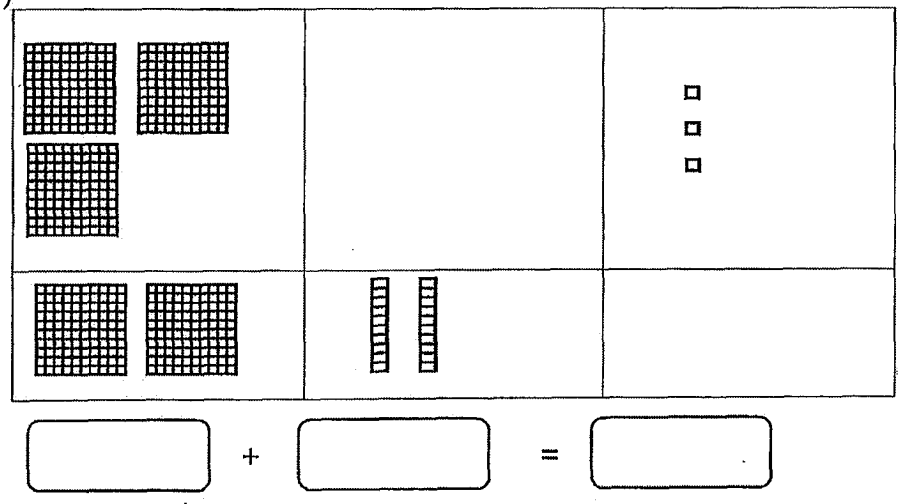
RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ ( ) DATE: _____

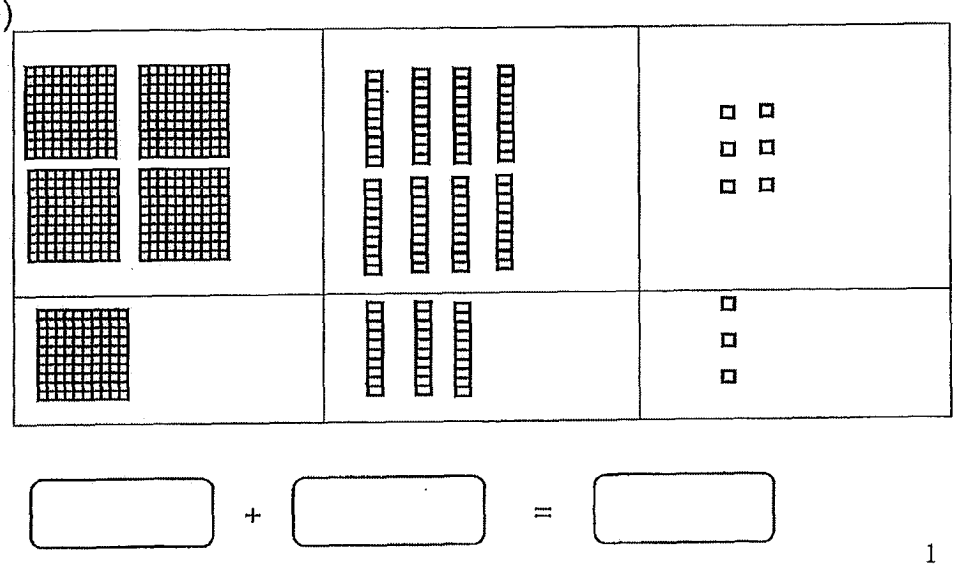
TOPIC: Addition & Subtraction within 1000 CLASS: P 2 ( )

1. Add.

a)



b)



2. Add.

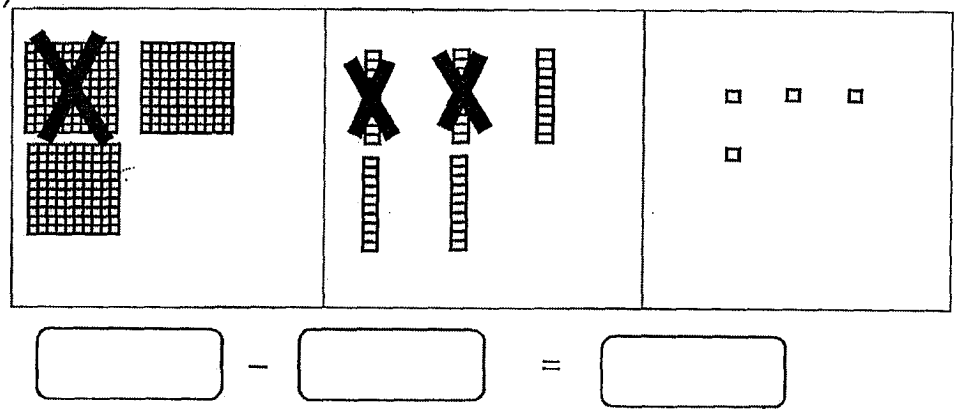
a) 58 + 30 = _____ b) 93 + 8 = _____

c) 123 + 60 = _____ d) 116 + 55 = _____

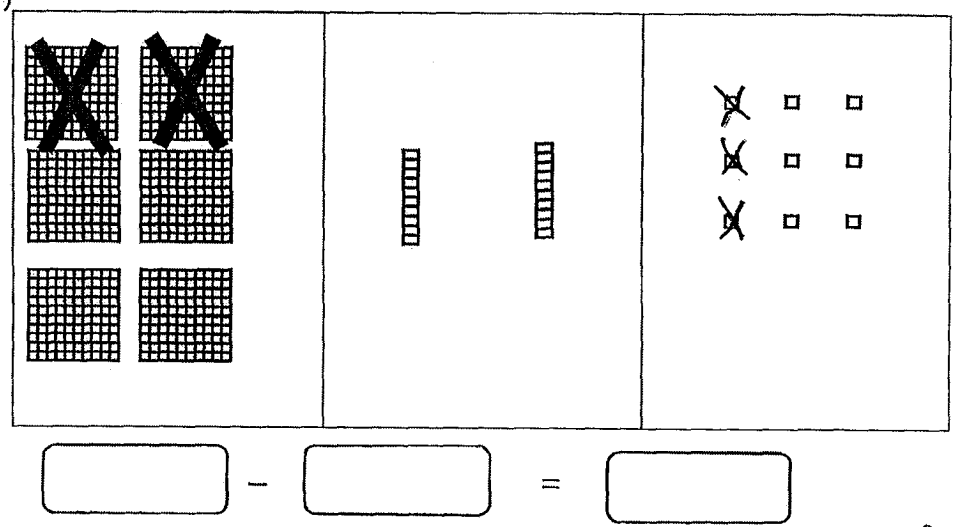
e) 236 + 200 = _____ f) 347 + 182 = _____

3. Subtract

a)



b)



4. Subtract

a) 82 – 30 = _____ b) 92 – 44 = _____

c) 467 – 14 = _____ d) 694 – 105 = _____

e) 986 – 215 = _____ f) 749 – 373 = _____

5. Add.

a)

	Hundreds	Tens	Ones
	2	3	6
+		2	0

b)

	Hundreds	Tens	Ones
		5	3
+	1	7	2

c)

	Hundreds	Tens	Ones
	1	5	2
+	4	2	3

d)

	Hundreds	Tens	Ones
	2	8	9
+		6	0

6. Subtract.

a)

	Hundreds	Tens	Ones
	1	8	8
–		4	2

b)

	Hundreds	Tens	Ones
		9	4
–		1	7

c)

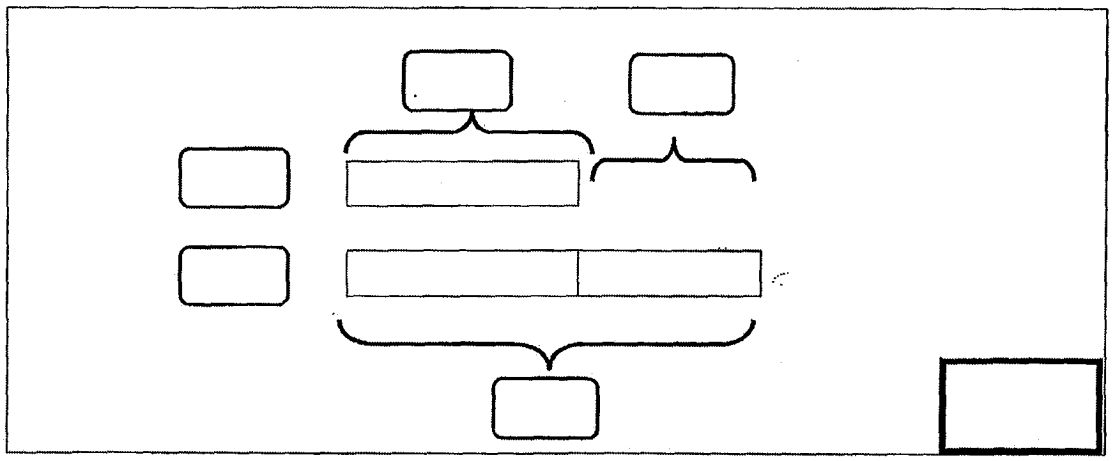
	Hundreds	Tens	Ones
	7	0	9
–	5	0	1

d)

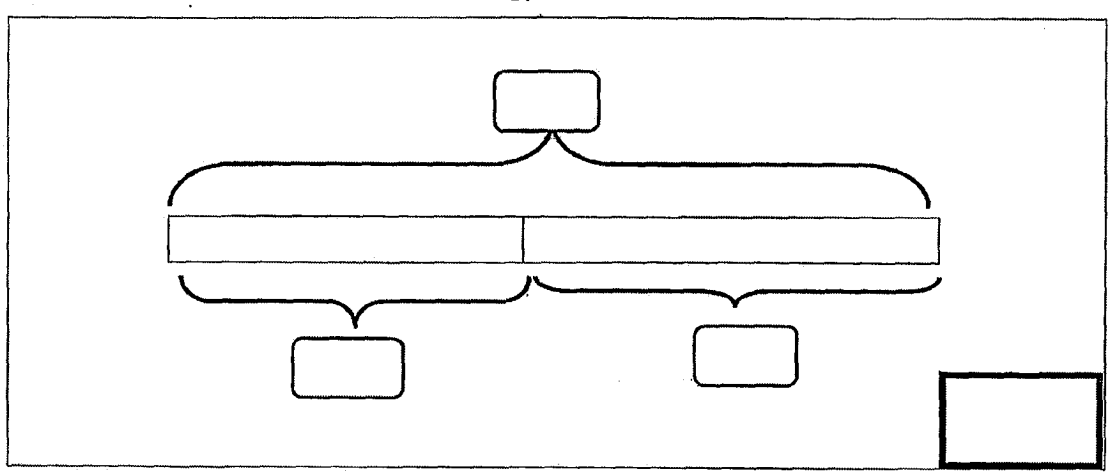
	Hundreds	Tens	Ones
	9	5	0
–	6	4	7

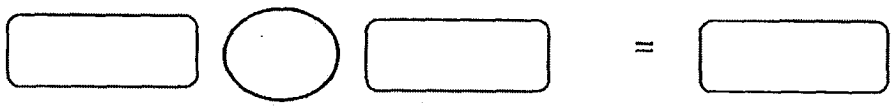
7. Read the word problems below.
   Put a tick ( ) next to the correct model.
   Complete the model and write the equation to solve the word problem.

   a) Kelly and Karen spent $170 altogether.
      Kelly spent $78. How much did Karen spend?



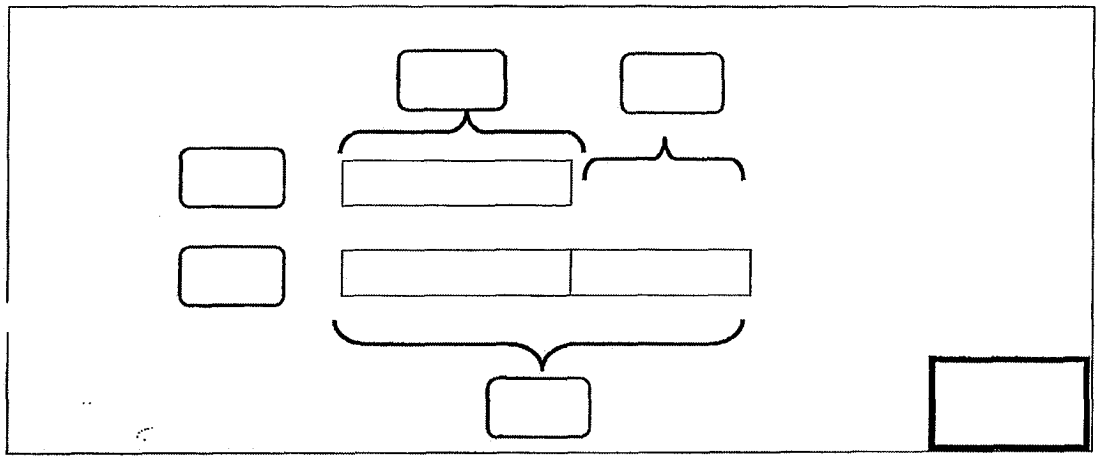
or



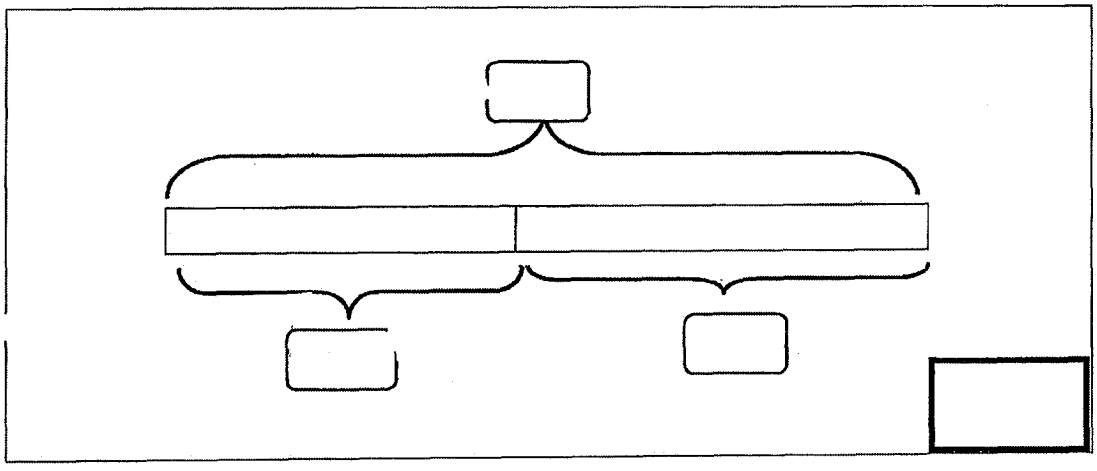


Karen spent $[ ].

b) Ali has 242 apples.
He has 127 apples more than Mary.
How many apples does Mary have?



or



Mary has ☐ apples.

8. Complete the following questions.

a)

	Hundreds	Tens	Ones
	7	0	0
−	2	4	8

b)

	Hundreds	Tens	Ones
	4	3	9
+	4	6	1

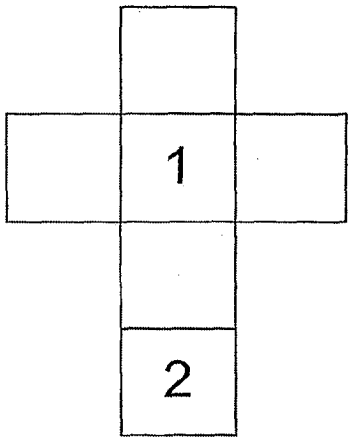
c)

	Hundreds	Tens	Ones
	5		
+	3	2	9
	8	7	0

d)

	Hundreds	Tens	Ones
	7	0	6
−	2		6
	4	2	0

9. Write the number 3, 4, 5 and 6 in the correct place so that each line of the cross adds up to 11.



10. Using each of the digits only once, form two 3- digit numbers that will give the **greatest** answer when you add them.

0	1	2	3	4	5

The two 3- digit numbers are _____ and _____.

I have:

☐ *checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

☐ *tried to solve most/all questions by myself (eg. use a different method to solve a more difficult question).*
[Perseverance, Creative Thinker, Adaptability]

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

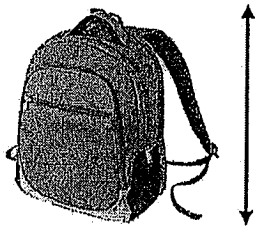
3

NAME: _____ ( ) **DATE:** _____

TOPIC: Length **CLASS: P 2 (** **)**

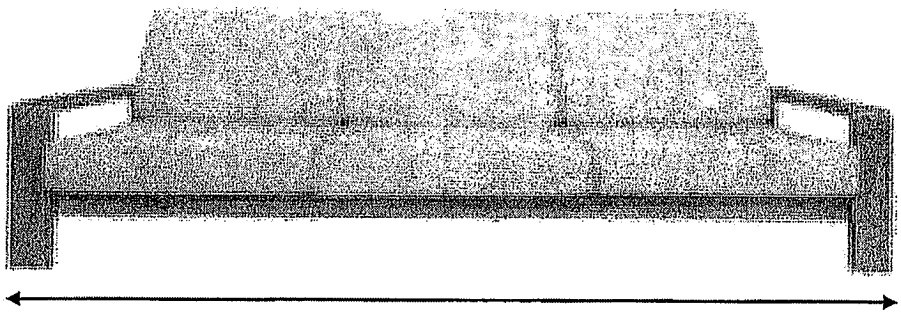
1. Fill in the blanks with 'more' or 'less'.

(a)



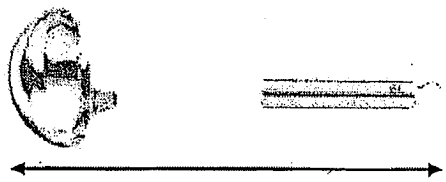
A bag is _____ than 1 m tall.

(b)



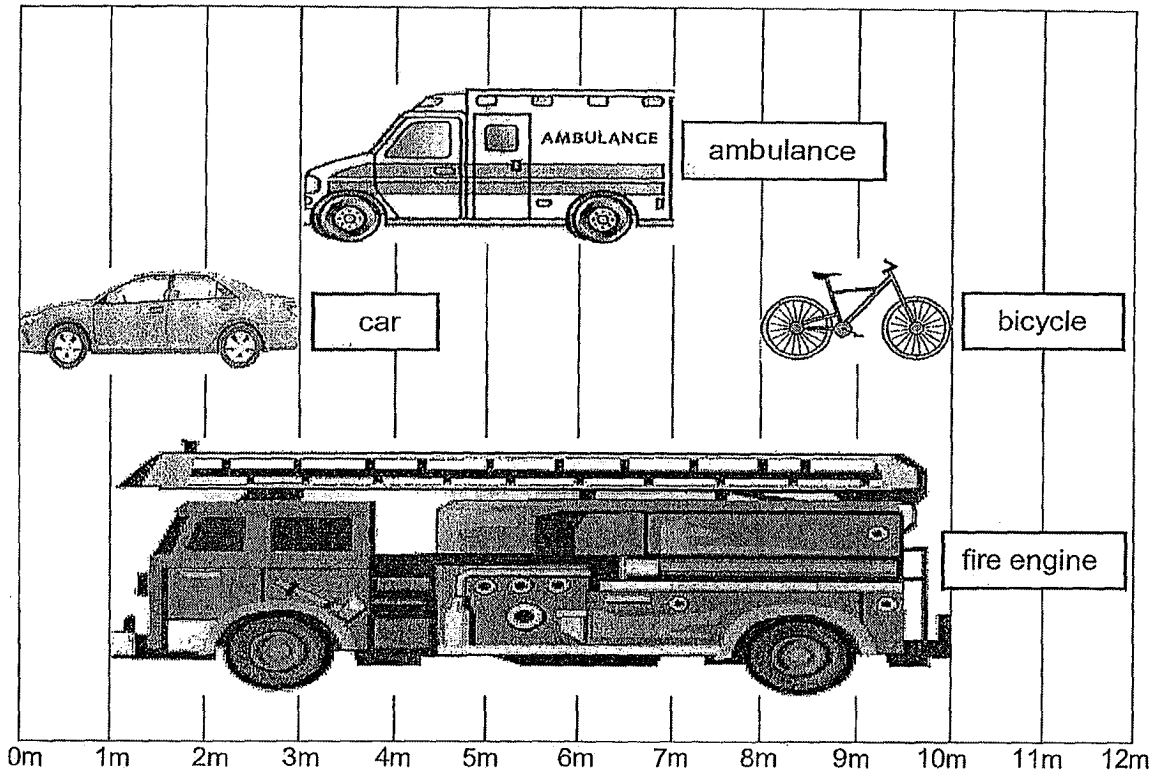
A sofa is _____ than 1m long.

(c)



A ladle is _____ than 1 m long.

2. Compare and order the lengths.



(a) The length of the car is _____ m.

(b) The length of the bicycle is _____m

(c) The length of the fire engine is _____ m.

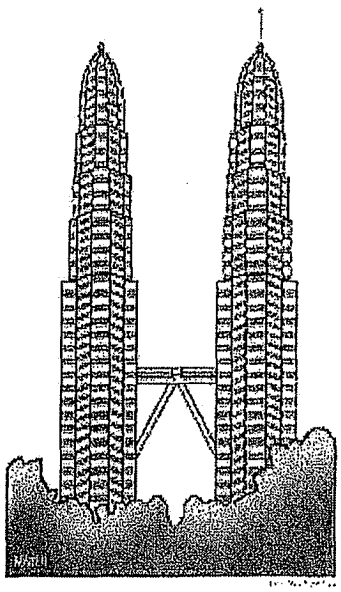
(d) The length of the ambulance is _____m.

(e) Arrange the vehicles in the order of length.
Begin with the longest.

_____, _____, _____, _____

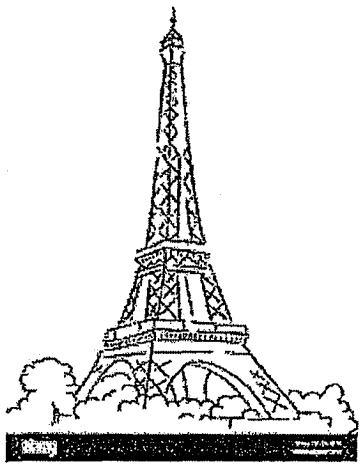
longest

3. Compare and order the heights.



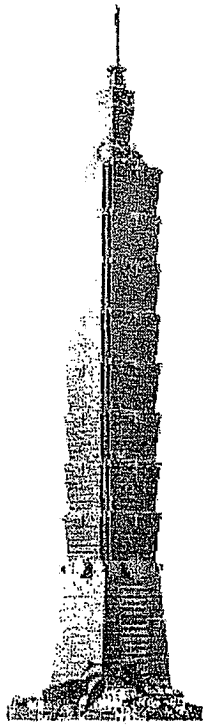
Building A

452 m



Building B

324 m



Building C

508 m

(a) Building B is _____ m shorter than Building C.

(b) Building C is _____ m taller than Building A.

(c) Building A is _____ m taller than Building B.

(d) Arrange the buildings in order of height.
Begin with the shortest.

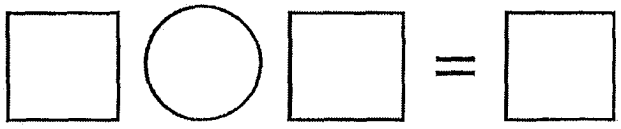
_____, _____, _____

shortest

4. Solve the word problems.
Show the number equations and workings clearly.
Write the answers in cm or m in the statements.

1. Sally has a 350 cm long string. She uses 192 cm of the string. What is the length of the string left?

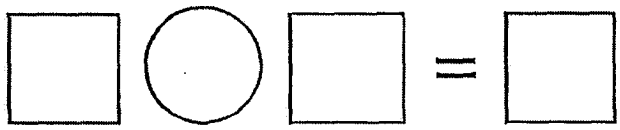
Working



The length of the string left is _____.

2. Pamela ran 235 m from her house to the garden. Then she ran another 487 m from the garden to the library. How far did she run altogether?

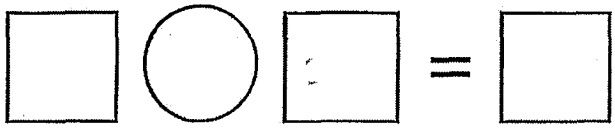
Working



She ran _____ altogether.

3. Peter is 162 cm tall. His brother is 25 cm shorter than him. What is the height of Peter's brother?

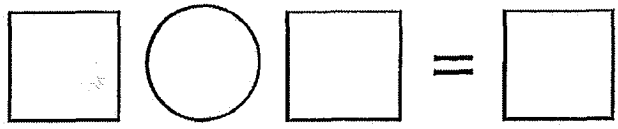
Working



The height of Peter's brother is _____.

4. Building A is 485 m tall. Building B is 268 m tall. How much taller is Building A than Building B?

Working



Building A is _____ taller than Building B.

I have:

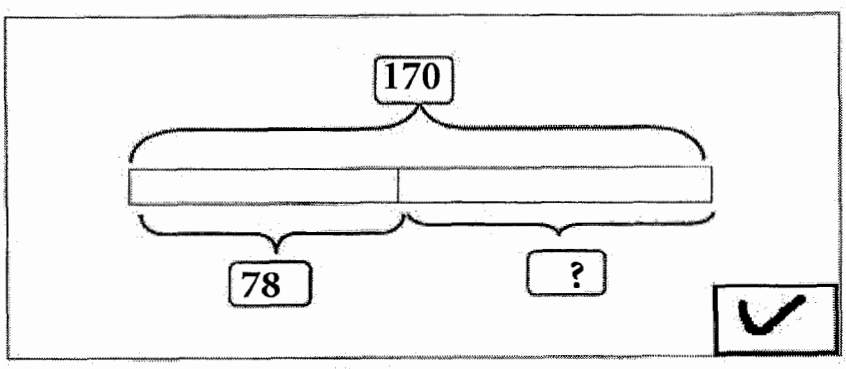
☐ *Checked through my work carefully at least 2 times after I completed it. [Independent Learner, Cautiousness, Responsibility]*

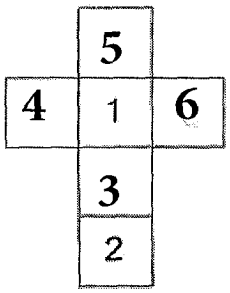
SCHOOL : RAFFLES GIRL'S SCHOOL
LEVEL : PRIMARY 2
SUBJECT : MATHEMATICS
TERM : 2024 WORKSHEET 1

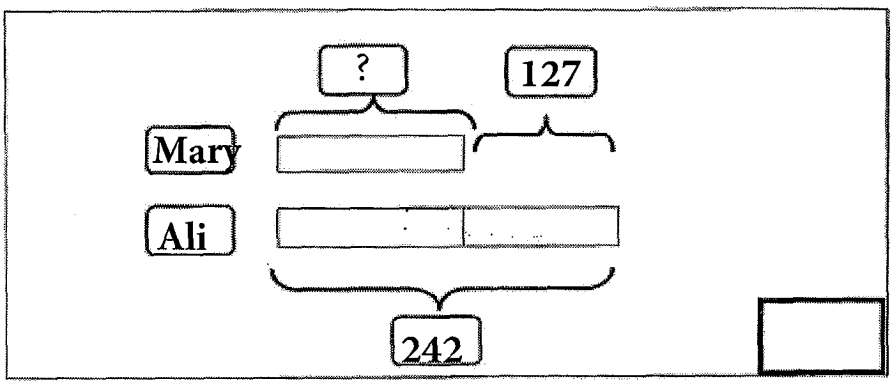
Q11)	**572 = Even** **649 = Odd** **137 = Odd** **214 = Even**

Q12)	658, 568, 856, 586
Q13)	The greatest 3-digit odd number is 907
Q14)	The 3-digit number is 804

SCHOOL : RAFFLES GIRL'S SCHOOL
LEVEL : PRIMARY 2
SUBJECT : MATHEMATICS
TERM : 2024 WORKSHEET 2

Q1)	a)303 + 220 = 523 b) 486 + 133 = 619
Q2)	a)88 d)171 b)101 e)436 c)183 f)529
Q3)	a)354 – 120 = 234 b)629 – 203 = 426
Q4)	a)52 d)589 b)48 e)771 c)453 f)376
Q5)	a)256 b)225 c)575 d)349
Q6)	a)146 b)77 c)208 d)303
Q7)	a) 

	b)
Q8)	a)452 b)900 c)41 d)8
Q9)	
Q10)	The two 3-digit numbers are 531 and 420



242 - 127 = 115
Mary has 115 apples.

SCHOOL : RAFFLES GIRL'S SCHOOL
LEVEL : PRIMARY 2
SUBJECT : MATHEMATICS
TERM : 2024 WORKSHEET 3

Q1)	a) less b) b)more c) less
Q2)	a)3m b)2m c)9m d)4m e)fire engine , ambulance, car, bicycle
Q3)	a)184 b)56 c)128 d)Building B, Building A, Building C
Q4)	1)350 – 192 = 158 The length of the string left is 158 cm. 2)235 + 487 = 722 She ran 722m altogether. 3)162 – 25 = 137 The height of Peter's brother is 127cm. 4)485 – 268 = 217 Building A is 217m taller than Building B.